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ABSTRACT

This book proposes that, by becoming special, Great Britain's ordinary schools can move closer to meeting the individual needs of all children. It outlines the practical steps that need to be taken if ordinary schools are to meet the special educational needs of children. It addresses such issues as: the reason for a system of segregated special education in spite of pressures for a more integrated system; obstacles confronting schools, teachers, parents, support services, and local education authority policymakers; the problem of lack of resources; qualifications of teachers in mainstream schools; and the reflection of segregated special education on wider social and cultural views. Individual chapters deal with: values involved in meeting special needs in ordinary schools, development of a "whole authority" approach to special educational needs, use of formal multidisciplinary assessments and statements of special education needs, development of a policy for allocation of special education resources, the nature of special expertise and support services, development of a continuum of service provision from "non-segregation" to "integration," whole school approaches to special educational needs, and parents as a force for change in special education. (JDD)

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